

SCAN OF INFORMATION AND ORIENTATION WEBSITES FOR NEWCOMER YOUTH

For Citizenship and Immigration Canada

By OCASI-Ontario Council of Agencies Serving Immigrants

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Objective

OCASI was tasked with conducting research and analyzing the findings and content of information and orientation resources for newcomer youth. The purpose was to determine how to better utilize the Internet and Web 2.0 technologies to deliver information and orientation content to newcomer youth and help inform funding priorities for the Information and Orientation stream of CIC's Settlement Program.

In addition to online-resources in Canada, it is also the objective of this scan to survey sites in the US, UK, Germany, France, New Zealand and Australia.

Methodology

Sample Pool of "Top" Sites

For the purpose of this scan, 33 sites were identified.

The top sites were determined primarily based on the audience they serve (newcomer youth), content (settlement information and orientation) and traffic they receive. To this end, the website analytics tool Alexa was used as a common measure and NewYouth.ca as a starting point, its traffic considered to be that of a "top site". Google searches (settlement + Canada + youth; immigration + *sample country* + youth) were used to ensure that we were not overlooking any important sites. We also used the Traffic Estimate website analytics tool to compare data provided by Alexa.

In order to ensure regional representation and relevance to newcomer youth issues, as well as youth issues in general, we included several sites with somewhat lower traffic. Eleven of the sites have a provincial/territorial focus in Canada: Ontario (7), Quebec (2), British Columbia (2), and Nova Scotia (1). Six sites on the list have a national focus and five have a municipal focus (Vancouver, Victoria, Guelph-Wellington, Ottawa and Quebec City).

In addition to those sites geared towards newcomers in Canada, we also made an effort to include sites from Europe, Australia, New Zealand and the United States surveying government and non-government sources alike. Although all of the overseas sites had a clear focus on youth issues, there was no clear focus on newcomer youth in any one of them. Some sites had a clear target audience while others were more general with little information for youth, but relevant nonetheless. The breakdown by country was as follows: New Zealand (4), United Kingdom (1),

Germany (2), France (1), United States (4) and finally Australia (1). Although the site from Australia was included in the initial count, at the time of this report, that particular site is no longer live.

Online Resources Included in the Scan

Top 33 Reviewed Sites

OVERVIEW

The chart below shows the top website names and URLs and notes their author. The sites are listed in order of the traffic they receive (most to least) according to the Alexa website analytics tool.

| Name of Site | URL | Author |
|--|---|--|
| Services for Newcomer Youth | http://www.youth.gc.ca/eng/audiences/newcomers/index.shtml | Government of Canada |
| Apprenticeships, 14 – 19 | https://www.gov.uk/browse/education/find-course | Government of the UK |
| Public Legal Education and Information (PLEI) for Immigrant Youth | http://www.ag.gov.bc.ca/public/PLEIImmigrantYouth.pdf | Ministry of Labour (British Columbia) |
| The Stay of Foreign Students | http://www.immigration.interieur.gouv.fr/Immigration/Le-sejour-des-etudiants-et-rangers/Le-sejour-des-etudiants-et-rangers | Government of France |
| Student Process Steps: How to Navigate the U.S. Immigration System | http://www.ice.gov/sevis/students/ | U.S. Immigration and Customs Enforcement |
| Integration and Opportunities for Young People | http://www.bmfsfj.de/BMFSFJ/Kinder-und-Jugend/integration-und-chancen.html | Government of Germany |
| Agences | http://www.ville.quebec.qc.ca/nouveaux_arrivants/organismes/index.aspx | Government of Quebec |
| Reference guide for newcomers starting a business in Québec | http://www.cybf.ca/cybf_resources/starting-my-business-plan/francais-le-guide-dinformations-et-de-references-pour-les-immigrants-desirant-demarrer-une-entreprise-au-quebec-par-le-saje/ | Canadian Youth Business Foundation |
| Living in Ontario | http://www.ontarioimmigration.ca/OI/en/living/OI_HOW_LIVE_YOUTH.html | Government of Ontario |

| | | |
|--|---|--|
| Living in the United States: A Guide for Immigrant Youth | http://www.nacacnet.org/research/KnowledgeCenter/Documents/YouthHandbook.pdf | Immigrant Legal Resource Center |
| Newcomer Youth Leadership Development (NYLD) | http://www.ymcagta.org/en/newcomers/you-arrived/newcomer-yld/index.html | YMCA Greater Toronto |
| Canada Immigrant Youth Resource Guide | http://www.immigrationdirect.ca/immigrant-youth-guide/ | Immigration Direct |
| Kids and Youth | http://newzealand.govt.nz/browse/kids-youth/ | Government of New Zealand |
| The Job of my Life | http://www.thejobofmylife.de/en/home.html | Government of Germany |
| Toolkit/Access to Post-Secondary Education | http://nilc.org/eduaccesstoolkit.html | National Immigration Law Centre (California) |
| Information for Teenagers | http://www.cyf.govt.nz/info-for-teenagers/index.html | Government of New Zealand |
| Online Resources | http://www.yes.on.ca/resources/ | Youth Employment Services |
| Immigrant Youth Achievement Award | http://www.americanimmigrationcouncil.org/events/IYAA | American Immigration Council |
| YOCISO – Youth Support | http://ociso.org/En/index.php/we-can-help | Ottawa Community Immigrant Services Organization |
| NewYouth.ca | www.newyouth.ca | OCASI – Ontario Council of Agencies Serving Immigrants |
| Education and Training Institutions | http://www.newcomersuccess.ca/index.php/en/newcomer-resources/education-institutions | Canadian Immigrant Integration Program |
| Youth Life Skills Link – Youth Guides | http://www.isisns.ca/settlement/refugee-support/ | Immigrant Settlement & Integration Services (Nova Scotia) |
| Newcomer Children Information Exchange | http://www.amssa.org/programs/settlement-and-integration/service-providers/newcomer-children/about | Affiliation of Multicultural Societies and Services Agencies of BC |
| Services for Young People | http://myd.govt.nz/funding/services-for-young-people.html | Government of New Zealand |
| The Low Down | http://www.thelowdown.co.nz/#/home/ | Government of New Zealand |
| Service Providers | http://youthspace.ca/index.php?action=program_list&qscat_id=126#126 | Youth Space (Victoria, BC) 17 |
| Immigrant Youth Centre | http://www.cicsiyc.org/ | Immigrant Youth Centre |

| | | |
|---|---|---------------------------------------|
| | | |
| Vancouver Immigrant Youth | http://vanimmigrantyouth.blogspot.ca/ | Vancouver Immigrant Youth (VANITY) |
| Community Resources Serving Immigrant and Refugee Families - See more | http://www.kidsnewtocanada.ca/beyond/resources | Caring for Kids New to Canada |
| Resources for Working with Newcomer Youth | http://www.cin-ric.ca/PDFs/Resources_for_Working_with_NC_Youth.pdf | Ontario Community Integration Network |
| Online Resources | http://www.is-gw.ca/online-resources/ | City of Guelph Wellington |
| Immigrant Youth | http://immigrantyouth.org/ | ImmigrantYouth |
| Transition - The Anchor Youth | http://www.fondationquebecjeunes.com/qui-on-aide/ | Foundation Quebec Jeunes |

Analysis of Resources

ONLINE RESOURCES IN CANADA

According to the Canadian Radio-television and Telecommunications Commission (CRTC), more than 90 per cent of Canadians live in areas where at least the minimum internet speed is available. Youth today are increasingly spending a substantial amount of their lived reality online, whether it is through their computers at home or school or their personal smartphones, youth in Canada are more connected now than ever. This is equally true of immigrant and non-immigrant youth.

Of the 33 total sites surveyed, 20 were from Canada. Of those 20, 5 were municipal or provincial sites, 6 were funded by Citizenship and Immigration Canada and the rest were either for-profit or personal blogs.

Of the 6 sites funded by CIC, 5 were settlement agency content. These sites highlight the work of the agencies, event postings, and the services they provide. Their content, however, is limited to only those agencies and the catchment area they serve. The remaining sole CIC funded site, NewYouth.ca, which was used as a benchmark for this scan, was the only site of the 33 reviewed to offer settlement and orientation information to newcomer youth with a clear regional focus.

NewYouth.ca satisfies nearly all of the criteria set for an innovative site with the aim of reaching newcomer youth with a well-defined objective. Users can interact with the site through its moderated discussion forum and also comment on articles. In addition to articles and animations, the site also contains videos of newcomer youth sharing their challenges and success stories of their settlement process. From focus groups, we have found that youth learn best from other youth when it comes to issues of isolation, bullying, integration and finding solutions to everyday settlement challenges. NewYouth.ca site was unique in a number of ways from the other Canadian sites;

- It had the most user engagement through its discussion forum and comments section
- The most range in terms of content presentation (video, images, text)
- Contained the most interactive tools for finding local community services
- Range of settlement topics are the most similar in scope to the Welcome to Canada Guide

From the personal blogs, one site notably stands out; Vancouver Immigrant Youth (VANITY). Although this site lacks in in-depth content about settlement issues, it is rich in user narratives. The site provides newcomer youth with a space to share their journeys. Any effective online resource for newcomer youth should provide users with the ability to write some of the content.

ONLINE RESOURCES IN THE US, EUROPE, NEW ZEALAND AND AUSTRALIA

The scan for resources outside of Canada was a challenge. Information was scarce and it became evident that there is not the same focus on newcomer youth issues in other parts of the globe as there is in Canada. Out of the 21 websites with a target audience in Canada, 19 contained content with newcomer youth in mind. The sites took into consideration settlement barriers newcomer youth face in their integration. Even sites with the primary aim of providing employment and education information recognized the obstacles immigrant youth face and provided either alternative services or referred youth to appropriate channels. For example, Victoria, BC's YouthSpace.ca target audience is not newcomer youth; however, the site contains information on where to find multi-faith groups and lists (albeit short) a number of community services which work with newcomer youth. The inclusion of and focus on newcomer youth is more common among Canadian sites.

This is true of non-profit and for-profits sites. The Canadian Youth Business Foundation's website states, "Newcomers may face many challenges when setting up a business in Canada. Our guide is designed to assist you in that journey!" Such acknowledgements are glaringly absent in non-Canadian sites geared for youth.

Two minor exceptions are the United States and New Zealand. The former contained a PDF (“A Guide for Immigrant Youth”) with relevant and useful information for newcomer youth. However, the information is not timely as it is a PDF (published in 2007) and cannot be edited or updated. It also does not meet the criteria of a website with the aim of providing information and orientation for newcomer youth. With the exception of this Guide, other resources in the United States were surprisingly limited.

The site from New Zealand (The Low Down) had a few excellent resources for youth with depression as well as an easy to navigate site to connect youth to community organizations. However, the mental health challenges of newcomer youth, which include depression, are absent in the discussion. Germany and France had online resources for youth who were interested in obtaining higher education and entering the labour market (The Job of My Life). It is important to mention that from all the international sites, not a single one had a clear objective of providing information and orientation to newcomer youth. This was wholly reserved to a few sites in Canada.

Trends

Top Innovative Sites

Of the 33 sites surveyed, in the end, five (5) sites stood out as the most innovative. In selecting innovative sites, we looked for best practices related to their integration of online tools (e.g. interactive mapping, personalized settlement plans) and level of interactivity with users (e.g. discussion forum, live chat, user comments on content, social media). It is noteworthy to mention that out of the five sites selected, only one, NewYouth.ca, clearly meets the criteria of an information and referral site for newcomer youth. Although the other four sites to some extent meet the criteria of being innovative, their focus on youth is either too general (immigration of families) or too specific (depression, post-secondary enrollment, labour market integration).

The top 5 innovative sites were:

| Name of Site | Innovative Features |
|---|---|
| NewYouth.ca www.newyouth.ca | Use of video, images, icons, graphics Only site reviewed focusing specifically on newcomer youth |

| | |
|---|---|
| | <p>Site is easy to navigate and well designed</p> <p>Interaction with public through social media</p> <p>Interactive tools for finding community organizations</p> <p>Active discussion forum and user feedback</p> |
| <p>The Low Down</p> <p>http://www.thelowdown.co.nz/#/home/</p> | <p>Use of videos, images</p> <p>Narrated instructions to help guide users through site</p> |
| <p>Job of My Life</p> <p>http://www.thejobofmylife.de/en/home.html</p> | <p>Use of images and graphics</p> <p>Site is easy to navigate and well designed</p> |
| <p>Vancouver Immigrant Youth</p> <p>http://vanimmigrantyouth.blogspot.ca/</p> | <p>Collection of newcomer youth narratives</p> <p>Use of images, videos</p> |
| <p>Living in Ontario – Youth</p> <p>http://www.ontarioimmigration.ca/OI/en/living/OI_HOW_LIVE_YOUTH.html</p> | <p>Information relevant to newcomer youth</p> <p>Use of images, interactive tools for finding community organizations</p> |

IDENTIFYING GAPS

What was particularly telling from this scan was the lack of online resources available to newcomer youth in provinces outside of Ontario. Quebec and British Columbia, although present in this scan, both lack an effective online presence for their newcomer youth population. The same is true of Manitoba, Saskatchewan and Alberta, all provinces with large newcomer youth presence.





| | | Response Percent | Response Count |
|---------------------------|---|---------------------|-------------------|
| Ontario |  | 46.7% | 7 |
| Quebec |  | 20.0% | 3 |
| Nova Scotia |  | 6.7% | 1 |
| New Brunswick | | 0.0% | 0 |
| Manitoba | | 0.0% | 0 |
| British Columbia |  | 26.7% | 4 |
| Prince Edward Island | | 0.0% | 0 |
| Saskatchewan | | 0.0% | 0 |
| Alberta | | 0.0% | 0 |
| Newfoundland and Labrador | | 0.0% | 0 |
| Nunavut | | 0.0% | 0 |
| Yukon | | 0.0% | 0 |
| NWT | | 0.0% | 0 |

Table 1: The data above illustrates the lack of provincial representation.

Given that newcomer parents may be unable to provide sufficient social capital for themselves or their children, the development of online resources in other provinces is of critical importance.

A plethora of researchers agree that one of the major barriers newcomers face is the lack of social capital. This is equally true of newcomer youth. Due to the lack of social capital, researchers have expressed concern about the employability of newcomers and overall ability of many to settle. According to the World Bank, “Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable.”¹ Social capital, defined nominally for the purpose of this report, can be summarised as, “the ability of actors to secure benefits by virtue of membership in social networks or other social structures”.²

When online resources use social media effectively, they can address this major barrier in two ways. Social media allows newcomer youth to get in touch with agencies in their community which can aid in their settlement and integration process. They can learn about recreational events, workshops, fundraisers and other social activities where they can learn more about their community and its residents. According to one research publication from Citizenship and Immigration Canada, “Social capital must be constructed through investment and augmented by usage”³ As previously mentioned, youth in Canada (immigrant and non-immigrant) are well connected on the web. It is worthwhile then to provide much needed settlement information and orientation services where the youth already are and in a way which enhances their social networks. This can only be done through a national or multi-provincial online presence.

Secondly, social media also allows newcomer youth to meet other immigrant youth as well as youth in general. This helps build their “capital” and widens their social network. “Social capital or its key element – social networks – plays an important role in the labour market matching processes.”⁴ An effective social media policy from an online resource can have a beneficial effect on the settlement process of a newcomer youth.

¹ Social Capital Initiative Working Paper No.1, The World Bank, April 1998 Online:
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/0,,contentMDK:20185164~menuPK:418217~pagePK:148956~piPK:216618~theSitePK:401015,00.html>

² Portes, A. (1998) Social capital: its origins and applications in modern sociology. Annual Review of Sociology 24: 1-25

³ Government of Canada. *Social Capital and Employment Entry of Recent Immigrants to Canada*. Online:
<http://www.cic.gc.ca/english/resources/publications/employment/literature.asp>

⁴ Ibid.






| | | Response Percent | Response Count |
|-----------------------------|---|---------------------|-------------------|
| Broadcast content |  | 39.4% | 13 |
| Rebroadcast others' content |  | 3.0% | 1 |
| Interact with public |  | 6.1% | 2 |
| Inactive presence |  | 18.2% | 6 |
| No presence found |  | 33.3% | 11 |

Table 2: The prevailing trend in all of the top innovative sites was the effective use of social media. However, a majority of the sites (17) also had inactive or no presence at all.

USING DISCUSSION FORUMS AS A LEARNING TOOL

Another major trend present in a few of the innovative sites was the use of discussion forums. The presence and importance of a discussion forum for any youth-oriented site cannot be overstated.

The social aspects of face-to-face interaction can be very intimidating, especially for a newcomer youth. Discussion forums allow youth, who normally would not interact face-to-face with their parents, teachers, councillors or settlement workers in schools, the opportunity to have their issues addressed in a timely manner.

In pedagogy, discussion boards are used to increase engagement in a classroom and elicit participation from students who normally would not participate. Online discussion forums are used in post-secondary schools to provide classes with a tool through which conversations may take place more fluidly in large lecture hall settings.

In Canada, most of the major universities have some form of online discussion board which allows their students to interact with other students and professors. York and Ryerson University and the University of Toronto all have online discussion forums for their courses. York University uses Moodle, an open-source learning platform, to facilitate their discussion. These forums offer instructors and students an opportunity to “collaborate, discuss, challenge and otherwise engage in meaningful and thoughtful discourse related to course topics or

activities.”⁵ Ryerson University has an extensive discussion forum presence for their students, where they can discuss everything from assignments to copyright policies.

| Discussion Board | | | | |
|---|--------------------------|-------------|--------------|--------------------|
| Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. More Help | | | | |
| Search | | | | |
| Forum | Description | Total Posts | Unread Posts | Total Participants |
| Week 1: Getting Started | Week 1 discussion forum. | 5 | 5 | 1 |
| Week 2: Course Materials | Week 2 discussion forum. | 0 | 0 | 0 |
| Week 3: Communication | Week 3 discussion forum. | 0 | 0 | 0 |
| Week 4: Discussion Board | Week 4 discussion forum. | 3 | 0 | 2 |
| Week 5: Multimedia Content | Week 5 discussion forum. | 0 | 0 | 0 |
| Week 6: Assignments | Week 6 discussion forum. | 0 | 0 | 0 |
| Week 7: Tests, Surveys, and Gradebook | Week 7 discussion forum. | 0 | 0 | 0 |
| Week 8: Copyright Issues | Week 8 discussion forum. | 0 | 0 | 0 |
| Graded | | 1 | 0 | 1 |
| Displaying 1 to 9 of 9 items Show All Edit Paging... | | | | |

Table 3: An example of Ryerson University's discussion forum. Students can engage with other peers or the schools administration to cover various issues.

The University of Ottawa, through their Blackboard mobile app, has created an online forum for professors to contribute towards student discussion outside course hours. Listing all the school boards and post-secondary institutions which utilize discussion forums would be exhaustive. For the purpose of this scan, it is important to recognize the value of a moderated discussion forum for a youth oriented website.

Discussion forums are reflective in nature. They allow youth to participate in a discussion, read other perspectives, and get answers to their questions, all while remaining anonymous. Off the 33 sites scanned, however, only 6 had active discussion forums or live chat.

⁵ York University. *Moodle @ York University*: Online:
https://moodle.yorku.ca/instructors/training/using_discussion_forums_overview.html









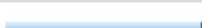
| | | Response Percent | Response Count |
|---------------------------------|---|---------------------|-------------------|
| Live Chat |  | 6.1% | 2 |
| Discussion Groups |  | 12.1% | 4 |
| Online Case Management |  | 6.1% | 2 |
| User-directed Online Tools |  | 36.4% | 12 |
| Commenting/Rating of Content |  | 12.1% | 4 |
| Interactive Mapping of Services |  | 18.2% | 6 |
| Smartphone Apps | | 0.0% | 0 |
| Mobile Friendly |  | 60.6% | 20 |
| Video |  | 18.2% | 6 |
| None of the above |  | 33.3% | 11 |
| Other (please specify) | | 0.0% | 0 |

Table 4: The data above highlights the lack of discussion forum engagement crucial for youth oriented websites.

Potential Next Steps

Based on this research, it is recommended that any development of a new (or expanding of a current) online information and orientation resource targeted to youth:

1. Goes into depth on settlement topics of importance to immigrant youth:
 - a. Language Barriers and Acquisition – barrier to education, employment and creating social relationships
 - b. Anti-social behaviours/deviancy – issues of mental health, depression and isolation, arrest and deportation
 - c. Discrimination and racism – not just from other youth, but school administrations and social structures

- d. Grading and school system/culture – orientation and expectations of new students, issues of academic performance, volunteerism
 - e. Inter-generational dynamics at home – newcomer youth as cultural brokers
 - f. Canadian climate, customs, norms and beliefs
2. Is visually appealing and easy to use, and adheres to clear language principles
 3. Is clear in its scope and message (information and orientation)
 4. Allows newcomer youth to contribute to the content either through feedback, comments or other narratives (video, poetry, story-telling)
 5. Contains a discussion forum that is moderated to maintain/increase user engagement
 6. Does not require advanced computer skills
 7. Uses alternative engagement methods, such as social media or emails, in addition to the main platform

Appendix A: Breakdown of Data for Top 33 Sites (with explanatory notes)

Organization/Author Type

| | |
|------------------------------------|----|
| Funded Project - SPO (Non-Profit) | 11 |
| Settlement Agency Website Content | 3 |
| For-Profit Company Website Content | 2 |
| Blog/Informal/Personal | 2 |
| Unsure if for-profit or not | 0 |

| | |
|-----------------------------------|----|
| Provincial/Territorial Government | 13 |
| Municipal Government | 2 |

Audience Location

| | |
|-----------|----|
| In Canada | 20 |
| Overseas | 9 |
| Both | 0 |
| Unsure | 0 |

Four of the websites had a target location in the United States with one primarily focusing on youth in California.

Target Audience Age Group

| | |
|----------|----|
| 0 -12 | 7 |
| 13 -- 18 | 26 |
| 18 - 29 | 32 |

Several sites are targeted towards youth from various age groups. There is no set definition for “youth” and agencies set their own parameters.

Regional Focus

| | |
|---------------------------|---|
| Ontario | 7 |
| Newfoundland and Labrador | 3 |
| New Brunswick | 1 |
| Nova Scotia | 0 |
| Yukon | 0 |
| Prince Edward Island | 4 |
| British Columbia | 0 |
| Manitoba | 0 |
| Alberta | 0 |
| Quebec | 0 |
| Saskatchewan | 0 |
| NWT | 0 |
| Nunavut | 0 |

Six of the sites had a national focus. The other areas of focus included, the United States (4), Germany (2), France (1), the United Kingdom (1), and New Zealand (3)

Use of Innovative Technology

| | |
|---------------------------------|----|
| Live Chat | 2 |
| Discussion Groups | 4 |
| Online Case Management | 2 |
| User-directed Online Tools | 12 |
| Commenting/Rating of Content | 4 |
| Interactive Mapping of Services | 6 |
| Smartphone Apps | 0 |
| Mobile Friendly | 20 |
| Video | 6 |
| None of the above | 11 |
| Other | 0 |

In what formats is the content provided?

| | |
|--------------|----|
| Video | 7 |
| Animation | 2 |
| Info-graphic | 1 |
| Text | 33 |
| Audio | 4 |
| Quizzes | 0 |

Active in Social Media

| | |
|-----------------------------|----|
| Broadcast content | 13 |
| Rebroadcast others' content | 1 |
| Interact with public | 2 |
| No presence found | 6 |
| Inactive presence | 11 |

The following is an explanation of how levels of social media activity were determined:

Broadcast content: Social media activity related to the site is limited to sharing content related to the site or author (organization).

Rebroadcast others' content: Social media activity related to the site shares content from other sources in addition to content related to the site or author (organization).

Interact with public: Social media activity related to the site features interaction with the public, such as replies to questions or comments on others' posts, in addition to sharing content from other sources and content related to the site or author (organization). This level of activity is primarily evident on Twitter.

No presence found: There were no links to social media accounts on the site and Google searches found no evidence of social media accounts associated with the site.

Inactive presence: The site has one or more social media accounts that have not been used for an extended period of time, in some cases several years.

Language

| | |
|---------------------------|----|
| Fully Bilingual (mirror) | 10 |
| Other Language Equivalent | 0 |
| Partially Bilingual | 0 |
| Uni-lingual (EN) | 20 |
| Uni-lingual (FR) | 2 |

Multilingual Content

| | |
|---------------------------|---|
| Fully multilingual | 2 |
| Some multilingual content | 0 |

| | |
|-------------------------|----|
| No multilingual content | 31 |
|-------------------------|----|

| Name of Site | Local, Provincial, Canadian, International | Funded by CIC |
|---|--|---------------|
| http://www.youth.gc.ca/eng/audiences/newcomers/index.shtml | Canadian | Yes |
| https://www.gov.uk/browse/education/find-course | International | No |
| http://www.ag.gov.bc.ca/public/PLEImmigrantYouth.pdf | Provincial | No |
| http://www.immigration.interieur.gouv.fr/Immigration/Le-sejour-des-etudiants-et-rangers/Le-sejour-des-etudiants-et-rangers | International | No |
| http://www.ice.gov/sevis/students/ | International | No |
| http://www.bmfsfj.de/BMFSFJ/Kinder-und-Jugend/integration-und-chancen.html | International | No |
| http://www.ville.quebec.qc.ca/nouveaux_arrivants/organismes/index.aspx | Provincial | No |
| http://www.cybf.ca/cybf_resources/starting-my-business-plan/francais-le-guide-dinformations-et-de-references-pour-les-immigrants-desirant-demarrer-une-entreprise-au-quebec-par-le-saje/ | Canadian | No |
| http://www.ontarioimmigration.ca/OI/en/living/OI_HOW_LIVE_YOUTH.html | Provincial | No |
| http://www.nacacnet.org/research/KnowledgeCenter/Documents/YouthHandbook.pdf | International | No |
| http://www.ymcagta.org/en/newcomers/you-arrived/newcomer-yld/index.html | Local | Yes |
| http://www.immigrationdirect.ca/immigrant-youth-guide/ | Canadian | No |
| http://newzealand.govt.nz/browse/kids-youth/ | International | No |
| http://www.thejobofmylife.de/en/home.html | International | No |
| http://nilc.org/eduaccessstoolkit.html | International | No |
| http://www.cyf.govt.nz/info-for-teenagers/index.html | International | No |
| http://www.yes.on.ca/resources/ | Canadian | No |
| http://www.americanimmigrationcouncil.org/events/IYAA | International | No |
| http://ociso.org/En/index.php/we-can-help | Local | Yes |
| www.newyouth.ca | Provincial | Yes |

| | | |
|---|---------------|-----|
| http://www.newcomersuccess.ca/index.php/en/newcomer-resources/education-institutions | Canadian | Yes |
| http://www.isisns.ca/settlement/refugee-support/ | Provincial | Yes |
| http://www.amssa.org/programs/settlement-and-integration/service-providers/newcomer-children/about | Provincial | Yes |
| http://myd.govt.nz/funding/services-for-young-people.html | International | No |
| http://www.thelowdown.co.nz/#/home/ | International | No |
| http://youthspace.ca/index.php?action=program_list&qscat_id=126#126 | Local | No |
| http://www.cicsiyc.org/ | Local | No |
| http://vanimmigrantyouth.blogspot.ca/ | Local | No |
| http://www.kidsnewtocanada.ca/beyond/resources | Canadian | No |
| http://www.cin-ric.ca/PDFs/Resources_for_Working_with_NC_Youth.pdf | Provincial | Yes |
| http://www.is-gw.ca/online-resources/ | Local | Yes |
| http://immigrantyouth.org/ | Canadian | No |
| http://www.fondationquebecjeunes.com/qui-on-aide/ | Provincial | No |